DOCUMENT RESUME

ED 288 599 JC 870 546

AUTHOR	Green, Connie; And Others
TITLE	Student Success Strategies 1987: Access, Assessment, and Intervention.
INSTITUTION	Chemeketa Community Coll., Salem, Oreg.
PUB DATE	87
NOTE	24p.; Based on the Northwest Regional Conference of the National Council on Student Development (2nd, Gresham, OR, February 5-6, 1987).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Academic Achievement; *Access to Education; Community Colleges; *School Holding Power; Student Evaluation; *Student Personnel Services; *Student Placement; Testing Programs; Two Year Colleges

ABSTRACT

This conference report provides a summary of the activities and outcomes of the second Student Success Strategies Conference, which sought to further facilitate the development of community college action plans in the areas of access, assessment, and intervention in ensuring student success. Following introductory information on the conference, an overview of activities and presentations is provided. Next, a summary is presented of the action plans of the participating institutions indicating that Oregon's and Washington's community colleges are making progress in the following areas: (1) encouraging more faculty involvement in assessment procedures; (2) creating more computer access to records; (3) exploring new strategies for intervention in the classroom; (4) conducting a values survey of staff; (5) evaluating academic standards policies, monitoring student progress, and developing better intervention plans; and (6) evaluating intervention processes. A directory of resources is provided next, indicating which schools are involved in various success strategies related to access (e.g., printed policy on access, comprehensive market research process, weekend classes, and follow-up activities for people who inquire about programs but do not enroll); assessment (e.g., self-assessment process, mandatory course placement, optional pre-enrollment counseling, and automated assessment); and intervention (e.g., preregistration support for new students, student survival classes, mentor programs, intercultural services, and placement services). Contact people for each college are listed. The results of a values survey of participants are appended. (DCH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

1987 Student Success Strategies

ED288598

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
G Schuette
G. Berger
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION

By Connie Green
Cleveland Community College
Edited by Gretchen Schuette
Linn-Benton Community College
Jerry Berger
Cleveland Community College

BEST COPY AVAILABLE

ACKNOWLEDGMENTS

The planning committee of Jerry Berger, Gene Bolen, John Brookhart, Gleason Eakin, Lowell Ford, Marcia Peglow-Hoch, Jim Roberts, Gretchen Schuette, Jacque Selle, and Bob Talbott made Student Success Strategies II a reality.

A special thank you to Marcia Peglow-Hoch, Gleason Eakin, and Barbara Porter of Mt. Hood Community College. With their planning and attention to detail the Student Success Strategies Conference was a success. Thanks also to Jerry Berger and Gretchen Schuette who spent many extra hours to organize the presentations, create the survey of resources, and review the drafts of this document.

Special thanks to Maxine Krohn and Lillian Morgan for their ongoing dedication to work on Student Success Strategies and for assisting me through the many written documents, follow-ups, and deadlines.

TABLE OF CONTENTS

Introduction	Page 1
Overview of Student Success Strategies II	Page 2
Action Plans	Page 4
Directory of Resources	Page 6
Access Resources	Page 7
Assessment Resources	Page 8
Intervention Resources	Page 9
College Contacts for Resources	Page 11
Appendix A	Page 14
Values Survey	

INTRODUCTION

The second Student Success Strategies Conference was held February 5 and 6, 1987. This second Northwest Regional Conference of the National Council on Student Development was planned and hosted by the Oregon Council of Student Services Administrators and the Washington State Student Service Commission. It was co-sponsored by the Oregon Department of Education, Student Services Division, the Oregon Council of Instructional Administrators, and the American College Testing Program.

The conference was designed to highlight current activities at Oregon and Washington community colleges in the areas of access, assessment, and intervention. Approximately 350 staff members from colleges in the Northwest attended. The conference included presentations by six community colleges. Plus, each school that attended completed a written self-assessment of access, assessment, and intervention activities. These assessments will help form new networks among Northwest community colleges, allowing the successes of individual schools to be shared as each school in the Northwest strengthens its student success strategies.

Overview of Student Success Strategies II

The second Northwest Conference on Student Success Strategies continued the first conference's emphasis on access, assessment, and intervention. The goal of the conference was to further facilitate the development of college action plans. Each of the approximately 40 schools was asked to do some planning prior to their team attending. The teams were asked to read the Student Success Strategies I Summary which addressed the issues of access, assessment, and intervention. They were also asked to evaluate their own procedures, activities, and plans using a prepared survey. The pre-conference evaluations were requested so that each college team could be better prepared to gain information from other schools that would be useful for their own college action plan.

Terry O'Banion, executive director of the League for Innovation in the Community College, kicked off the conference. Dr. O'Banion asked for a review and assessment of educational values, for his thesis is that our values dictate our policies and procedures. The participants, many of whom were faculty, assessed their values and their perceptions of generally held faculty values in relation to nine questions on access, assessment, and intervention. The questions, such as "Should schools have mandatory assessment?" and "Should students have a right to fail?", raised key concerns of community college educators struggling with student retention and success issues. Dr. O'Banion also shared how Miami Dade Community College is setting a standard for addressing these issues. Dr. John Keyser, President of Clackamas Community College, and Dr. Joe Malik, President of Grays Harbor College, presented their views on what steps are critical to ensure instructional progress in the areas of access, assessment, and intervention. They agreed that institutions need to have goals that all staff know and understand and can articulate. The individual goals need action plans, and these plans need to be repeatedly evaluated against continually collected data on student success.

Dr. John Terrey, Executive Director of the Washington State Board for Community College Education, addressed the participants on the second day of the conference. He compared community college staff to an orchestra — requiring many unique parts to create an effective performance. We must use a holistic approach so that all the parts of the community college work together to support students.

Six colleges, three from Washington (Lower Columbia, Spokane, and Tacoma) and three from Oregon (Central Oregon, Chemeketa, and Mt. Hood), presented what they are doing in the areas of access, assessment, and intervention. The presentations were two hours long and designed as opportunities to recommend specific strategies and successful methods for involving college staff in these strategies.

Important concepts emphasized by all of the presentations included the following:

1. A representative college team was formed and continues to function to review and assess college activities and future plans for access, assessment and intervention.

2. Access is addressed from a broad perspective, including methods of informing potential students, the admissions process, and targeting of services to particular student populations.

3. Assessment and the processes suggested by assessment that are used to help students succeed are under ongoing review at each college. Specifically, the issue of voluntary versus mandatory placement continues to be evaluated.

4. Intervention strategies are of high priority for each college, and each seeks to involve faculty more effectively in assisting student success.

Time was set aside at the conference for the participating teams to do institutional planning. Each team discussed steps to enable college improvements when they returned to their campuses.

Terry O'Banion wrapped up the conference by sharing the results of the values survey taken at the beginning of the conference. (See Appendix A for complete results.) Differing values among staff limit a college's ability to follow any plan for student success. Commonly held values allow the staff to tackle the issues of access, assessment, and intervention with a unified sense of purpose and with mutually supportive activities undertaken by many areas of the college.

Approximately 200 participants returned evaluations on the conference. Approximately 180 stated that, as a result of this conference, they received new information on ways to improve access, assessment, and intervention. Approximately 160 reflected that, as a result of this conference, their institution will be better able to develop, implement, and revise their strategies.

Action Plans

Each participating school was asked to answer the following question:

"What are the next steps your team will recommend to enable college improvements related to access, assessment, and intervention?"

Most teams answered that they would create or continue a campus-wide team to address these issues.

The following highlights of some of the schools' plans suggest the directions being taken by Oregon and Washington Community Colleges:

Encourage more faculty involvement in assessment procedures.

Create more computer access to records.

Explore new strategies for intervention in the classroom. Do a values survey of staff.

Evaluate academic standards policies, monitor student progress and develop better intervention plans.

Evaluate intervention processes.

Blue Mountain	Encourage more faculty involvement in assessment procedures. Create more computer access to records.
Chemeketa	Explore new strategies for intervention in classroom.
Clark	Do a values survey of staff. Evaluate academic standards policies, monitor student progress and develop better intervention plans.
Columbia Basin	Evaluate intervention processes.
Everett	Set aside time in September for the entire campus to address these issues.
Highline	Survey current activities and let the campus know the results. Expand activities in areas where deficiencies are found.
Lane	Use staff development to create ownership of these concepts and practices throughout the campus.
Linn-Benton	Focus on involving more faculty and classified staff in the process of seeking ongoing improvements. Focus on the teaching-learning process.
Lower Columbia	Identify specific problems that lead to student attrition.
Rogue	Investigate the Master Teacher Program.
Spokane	Solicit student input. Do classroom research.
Tacoma	Create a task force to focus on intervention. Review instructional support, such as supplemental instructional programs, tutor training, etc.
Treasure Valley	Identify basic skills required for all college courses.
Treaty Oak	Work toward a one-step assessment/advisement/registration process. Look into implementing mandatory assessment.
Yakima Valley	Develop a mid-term warning process.

Directory of Resources

The following listing of resources is a compilation of an assessment done on each campus before Student Success Strategies II. Many campuses listed notations with their assessment. However, it was not feasible to include those notes. If you are interested in the notes, please contact Chemeketa Community College, (503) 399-5144.

Following the resource listing is the contact on each campus. Usually the contact listed is the Dean of Students. Many schools will refer you to another staff person for the details. Once again, it was not feasible to list all of the contact people at each school on each item.

The list is a beginning. Your use of it is the true purpose. If you don't have to "reinvent the wheel," the desired outcome has been achieved

Student Success Strategies Survey

I. ACCESS

	Alan Hancock	Allan Hancock	Antelope Valley	Bakersfield	Barstow	Butte	Cabrillo	Canada	Cerritos	Chabot	Chaffey	Citrus	Clovis	Coastline	Compton	Contra Costa	Copper Mountain	Cuesta	Cuyamaca	De Anza	El Camino	Evergreen Valley	Fresno City	Fullerton	Gavilan	Glendale	Golden West	Grossmont	Hartnell	Imperial Valley
1. Printed policy on Access	X	X		X	X	X			X		X			X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
2. Open admissions policy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
3. Limited enrollment admissions policy	X	X		X	X	X	X	X	X		X		X	X			X			X			X	X	X	X	X	X	X	X
4. Provide simplified information about standards and procedures to high school students	X	X	X	X	X	X		X			X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
5. Provide simplified information about standards and procedures to any potential student	X	X	X	X	X	X		X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X		X
6. Process to provide students with information about admissions	X	X	X	X	X	X	X	X	X		X		X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
7. Process to provide students with information about specific programs	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
8. Process to provide students with information about specific services	X	X	X	X	X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
9. Comprehensive market research process		X	X				X														X					X		X		
10. Comprehensive and effective promotion process	X	X	X			X			X							X		X			X			X			X			X
11. Annual targeting of specific populations	X	X	X		X		X					X	X	X		X	X				X			X	X					X
12. Process to identify prospective students	X	X	X		X	X						X	X	X		X	X	X	X	X						X			X	X
13. Comprehensive Financial Aid Assistance Program	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X
14. Flexible scheduling for students	X	X	X		X	X	X			X	X	X	X	X		X		X	X	X		X	X	X	X			X		X	X
15. Open entry, open exit classes	X	X	X	X	X	X			X	X	X	X		X		X	X	X		X		X	X	X	X			X	X	X	
16. Early morning classes		X	X			X	X					X		X			X	X	X		X		X	X	X	X	X	X		X
17. Weekend classes	X	X	X			X	X	X				X		X			X	X	X		X	X	X			X			X		X
18. Accelerated learning modes		X	X			X	X				X		X	X				X	X						X		X	X	X	X	
19. Ongoing training programs for front line staff	X	X	X							X		X	X	X		X				X		X		X		X			X	X	
20. Process to provide staff with information about students	X	X	X			X	X		X		X			X			X	X	X					X		X	X	X	X	X	
21. Process to provide the college information about students	X	X	X	X		X	X	X	X		X			X		X		X	X	X	X	X			X		X	X	X	X	X
22. Follow up process with students who inquire but do not enroll	X		X	X	X		X							X		X	X	X											X		

BEST COPY AVAILABLE

Student Success Strategies Survey

II. ASSESSMENT

	Bay Mesa	Cabrillo	Chabot	Chaffey	Cuesta	Diablo Valley	El Camino	Evergreen	Foothill	Fresno City	Gavilan	Glendale	Grossmont	Hartnell	Imperial Valley	Laney	Los Medanos	Mendocino	Merced	Mira Costa	Modesto	Monterey Peninsula	Napa	Ohlone	Orange Coast	Palomar	Pasadena City	Rancho Santiago	Redwoods	Rio Hondo	Riverside	Sacramento City	San Bernardino	San Diego City	San Diego Mesa	San Diego Miramar	San Francisco	San Joaquin Delta	San Jose City	San Mateo	Santa Barbara City	Santa Monica	Shasta	Sierra	Solano	Southwestern	Ventura	Victor Valley
1. Printed policy on assessment	X	X		X	X	X		X	X	X	X	X	X					X			X		X	X		X	X	X	X	X			X	X	X			X	X	X	X		X	X	X	X
2. Mandatory assessment process of academic skills	X	X		X	X			X	X				X	X	X	X	X			X	X	X	X	X	X	X	X	X					X	X	X	X	X			X	X	X	X		X	X	X	X
3. Mandatory assessment process of life skills																																	X																
4. Optional assessment process of academic skills		X	X	X	X	X	X			X		X	X	X							X	X		X	X							X	X					X	X									
5. Optional assessment process of life skills	X	X	X					X					X	X						X		X			X																								
6. Self assessment process		X	X			X			X		X		X	X							X	X											X		X														X
7. Limited formal assessment of academic skills before registration		X	X		X	X	X	X	X		X	X	X	X							X	X			X		X						X	X	X													
8. Mandatory course placement from assessment results				X	X	X							X	X					X	X	X	X	X	X		X	X	X					X	X													X	X
9. Basic skill level required before registration	X													X	X				X	X	X							X																				
10. Mandatory course placement from assessment results for first time entry students				X	X	X							X	X										X			X	X					X	X													X
11. Non-mandatory course placement from assessment results for first time entry students	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X			X	X					X	X			X	X													
12. Mandatory placement from assessment results for limited programs	X	X	X	X	X	X					X	X		X		X	X	X	X	X		X	X	X		X			X	X	X	X	X														
13. Mandatory orientation workshop (1-8 hrs.)				X	X	X							X					X				X							X																		X
14. Mandatory orientation class (more than 8 hrs.)													X																																			
15. Optional orientation workshop (1-8 hrs.)	X	X	X		X	X	X	X	X		X	X		X	X	X		X	X	X		X	X	X	X	X	X	X		X	X	X	X	X	X											
16. Optional orientation class (more than 8 hrs.)			X	X	X								X					X				X		X		X			X																	X
17. Pre-enrollment counseling-optional		X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X		X	X	X	X						X		X	X													
18. Pre-enrollment counseling-mandatory			X					X							X			X				X				X		X	X		X														X
19. Group advising		X	X	X	X	X	X	X	X			X	X	X	X	X		X	X	X			X	X	X	X	X		X	X	X		X	X	X	X										
20. Individual advising	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
21. Advising done by all faculty		X			X				X		X			X	X	X	X	X	X	X	X	X	X	X	X			X		X		X	X	X													X
22. Advising done by specific staff	X	X	X	X		X		X		X		X	X	X		X	X	X	X	X				X		X	X		X	X		X		X													
23. Process for reviewing assessment process	X	X				X					X	X	X	X							X		X	X	X		X			X		X	X													X	X
24. Automated assessment																X								X		X									X														X

Student Success Strategies Survey

III. INTERVENTION

	Blue Mountain	Chemeketa	Clackamas	Lane	Lane Branch	Mt. Hood	Portland	Rogue	SW Oregon	Tillamook Bay	Treasure Valley	Umpqua	Bellevue	Big Bend	Centralia	Clark	Columbia Basin	Edmonds	Everett	Grays Harbor	Green River	Highline	Lower Columbia	Olympic	Pierce	Seattle Central	Seattle (N)	Shoreline	Skagit	So. Puget Sound	Spokane	Tacoma	Wenatchee	Whatcom	Yakima Valley
1. Printed policy on intervention				X	X	X		X			X				X														X						X
2. Required orientation class (more than 8 hrs.)												X											X												
3. Optional orientation class (more than 8 hrs.)			X	X	X								X									X		X		X									
4. Required orientation workshop (less than 8 hrs.)					X			X												X															
5. Optional orientation workshop	X	X	X					X	X		X				X				X			X	X	X	X		X								
6. New student orientation for students enrolling in 6 or more credit hours	X	X	X		X			X			X	X	X		X				X	X	X		X				X		X		X				X
7. Orientation for everyone with 25 credit hours		X																											X						
8. Preregistration support for new students	X	X	X	X			X	X			X		X		X			X	X		X	X	X			X		X	X	X					
9. Pre-term sessions on skill development	X	X	X	X		X							X		X	X						X	X								X	X			
10. Early warning system (1st wk)	X							X											X			X	X						X						
11. Mid-term warning system (4th wk)	X		X	X		X				X	X	X	X				X		X				X		X	X	X		X		X	X			
12. End-of-term monitoring of progress	X	X	X	X	X	X		X	X				X	X	X	X	X		X	X			X		X		X	X	X	X	X	X			X
13. Degree audit to inform students of courses required to graduate	X	X		X	X	X		X			X		X	X	X	X			X	X		X	X		X		X		X			X			X
14. Degree audit to notify student when enrolled in courses not required to satisfy educational objectives	X												X											X	X	X				X					
15. Peer support groups				X	X	X		X		X		X	X		X	X		X		X	X	X		X		X	X							X	X
16. Student survival classes	X	X	X		X	X		X			X	X	X	X	X	X	X		X		X	X	X	X	X		X	X	X	X	X			X	X
17. Specific intervention programs for high risk students	X	X	X		X	X		X		X	X		X		X				X			X	X	X		X	X		X		X				X
18. Specific intervention programs for students with "undecided" as a "major"					X				X		X		X		X				X							X									
19. Specific intervention programs for returning adults								X			X		X		X	X	X		X							X				X				X	X
20. Study skills program required		X																																	
21. Study skills program optional	X	X	X	X	X	X	X	X		X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X
22. Academic tutoring available for all courses	X	X	X		X		X	X	X		X		X	X	X	X	X		X	X		X	X	X	X	X			X		X			X	X
23. Academic tutoring available for limited courses		X	X	X		X	X					X	X	X		X		X	X		X			X				X		X		X	X		
24. Mentor programs		X		X							X								X										X		X				
25. New student colloquium																										X			X						
26. Intercultural services		X	X	X	X							X	X					X	X			X	X		X	X	X	X	X		X				X
27. Placement services	X	X	X		X	X	X	X	X			X	X		X	X	X	X	X		X	X	X			X	X	X		X	X	X			X
28. Comprehensive extracurricular activities	X	X	X	X	X	X	X	X			X		X		X	X	X	X	X		X	X	X	X		X	X	X	X	X	X	X		X	X

Page 9

| | Bay Area Adventist | Chabot | Chaffey | Cuesta | Cuyamaca | Gavilan | Hartnell | Ohlone | Palomar | Pasadena City | Rancho Santiago | Saddleback | Santa Barbara City | Santa Monica | Ventura | West Valley | Allan Hancock | Antelope Valley | Bakersfield | Barstow | Cerritos | Citrus | College of the Canyons | College of the Desert | College of the Sequoias | Compton | Cypress | East Los Angeles | El Camino | Fullerton | Glendale | Golden West | Grossmont | Irvine Valley | Lassen | Long Beach City | Los Angeles City | Los Angeles Harbor | Los Angeles Mission | Los Angeles Pierce | Los Angeles Southwest | Los Angeles Trade-Tech | Los Angeles Valley | Mendocino | Merced | Mira Costa | Modesto | Monterey Peninsula | Mt. San Antonio | Mt. San Jacinto | Napa | Orange Coast | Oxnard | Palo Verde | Palomar | Pasadena City | Porterville | Reedley | Rio Hondo | Riverside City | Sacramento City | Saddleback | San Bernardino | San Diego City | San Diego Mesa | San Diego Miramar | San Francisco | San Joaquin Delta | San Jose City | San Mateo | Santa Ana | Santa Barbara City | Santa Monica | Santa Rosa | Shasta | Sierra | Siskiyous | Solano | Southwestern | Taft | Ventura | Victor Valley | West Hills | West Valley | Woodland |
|---|---|---

College Contacts For Resources

OREGON

Blue Mountain Community College
GeneAnn McLean
P. O. Box 100
Pendleton, OR 97801
(503) 276-1260

Chemeketa Community College
Lovell Ford
P. O. Box 14007
Salem, OR 97309
(503) 399-5076

Clackamas Community College
Art Hames
19600 S. Molalla Avenue
Oregon City, OR 97045
(503) 657-8400, ext. 266

Lane Community College
Jack Carter
4000 East 30th Avenue
Eugene, OR 97405
(503) 747-4501

Linn-Benton Community College
Bob Talbott
6500 SW Pacific Boulevard
Albany, OR 97321
(503) 928-2361

Mt. Hood Community College
Gleason Eakin
26000 SE Stark Street
Gresham, OR 97030
(503) 667-6422

Portland Community College
Bob Palmer
12000 SW 49th Avenue
Portland, OR 97219
(503) 244-76111

Rogue Community College
Sylvia Thomas
3345 Redwood Highway
Grants Pass, OR 97527
(503) 479-5541, ext. 212

Southwestern Oregon
Community College
Jon Sapper
Coos Bay OR 97420
(503) 888-7441

Tillamook Bay Community College
Barbara Rice
2510 First Street
Tillamook, OR 97141
(503) 842-2503

Treasure Valley Community College
Ron Kulm
2510 First Street
Tillamook, OR 97141
(503) 889-6493

Treaty Oak Community College
Karen Carter
300 E. 4th Street
The Dalles, OR 97058
(503) 296-6182

Umpqua Community College
Jacky Hagan
P. O. Box 967
Roseburg, OR 97470
(503) 440-4600, ext. 677

WASHINGTON

Bellevue Community College
Craig Merrill
3000 Landerholm Circle SE
Bellevue, WA 98779-2037
(206) 641-0111

Big Bend Community College
Roger Glaese
28th & Chanute
Moses Lake, WA 98837
(509) 762-5351

Centralia Community College
Dean Hickson
600 W. Locust Street
Centralia, WA 98531
(206) 736-9391

Clark Community College
Ellis Dunn
1800 E. McLoughlin Boulevard
Vancouver, WA 98663
(206) 699-0101

Columbia Basin Community College
John Michaelson
2600 N. 20th
Pasco, WA 99301
(509) 547-0511

Edmonds Community College
Darrell Hull
20000 68th Avenue W
Lynnwood, WA 98036
(206) 771-1537

Everett Community College
Paul Marshall
801 Wetmore Avenue
Everett, WA 98201
(206) 259-7151

Grays Harbor Community College
Craig Wellington
College Heights
Aberdeen, WA 98520-7599
(206) 532-9020, ext. 208

Green River Community College
Mike McIntyre
12401 SE 320
Auburn, WA 98002
(206) 833-9111

Highline Community College
Phil Swanberg
So. 240th and Pacific Highway S.
Midway, WA 98032-0424
(206) 878-3710, ext. 351

Lower Columbia College
John Brookhart
P. O. Box 3010
Longview, WA 98632-3010
(206) 577-2326

Olympic Community College
Jolene Ramaker
16th & Chester
Bremerton, WA 98310-1699
(206) 478-4561

Pierce Community College
Ruben Cedeno
9401 Farwest Dr. SW
Tacoma, WA 98498
(206) 964-6533

Seattle Central Community College
Mildred Ollee
1701 Broadway
Seattle, WA 98122
(206) 587-6976

Seattle Community College (North)
Roy Flores
600 College Way N.
Seattle, WA 98103
(206) 527-3655

Shoreline Community College
Bill Demetre
16101 Greenwood Avenue N.
Seattle, WA 98133
(206) 546-4101

Skagit Valley Community College
Mick Donahue
2405 College Way
Mount Vernon, WA 98273
(206) 428-1107

So. Puget Sound Community College
Greg Gurske
2011 Mottman Rd. SW
Olympia, WA 98502
(206) 754-7711

Spokane Community College
Lois Packer
N. 1810 Greene Street
Spokane, WA 99207-5399
(509) 536-7010

Tacoma Community College
Bonnie Crumby
5900 S 12th St.
Tacoma, WA 98465
(206) 756-5000

Wenatchee Valley Community College
Don Schowing
1300 Fifth Street
Wenatchee, WA 98801
(509) 662-1651

Whatcom Community College
Susan Mancuso
5217 Northwest Rd.
Bellingham, WA 98226
(206) 676-2109

Yakima Valley Community College
Gary Tollefson
P. O. Box 1647
Yakima, WA 98907
(509) 575-2372

Appendix A
Values Survey

The participants had to answer the values statement for themselves and their perceptions of generally held faculty values. The following nine questions were asked of each conference participant.

1. The community college should accept all students who apply.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	29%	35%	15%	6%	8%	7%
		79%				
My faculty's opinion	3%	0%	31%	23%	17%	6%
		54%				

2. If funds are limited, priorities should be given to supporting special services for academically disadvantaged students over academically advantaged students.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	9%	26%	27%	15%	14%	9%
					38%	
My faculty's opinion	2%	5%	20%	27%	29%	17%
					73%	

3. Mandatory assessment should be required of all community college students.

	Strongly Agree A	B	Neutral C	D	Strongly Disagree E	F
My opinion	29%	32%	12%	5%	9%	13%
		73%				
My faculty's opinion	10%	27%	29%	17%	11%	6%
		66%				

4. Mandatory assessment should be required of all community college students who wish to take courses in communications and mathematics.

	Strongly Agree A	B	Neutral C	D	E	Strongly Disagree F
My opinion	64%	23%	4%	2%	4%	3%
		91%				
My faculty's opinion	45%	37%	11%	3%	3%	1%
		93%				

5. Students have a right to fail.

	Strongly Agree A	B	Neutral C	D	E	Strongly Disagree F
My opinion	33%	20%	15%	10%	13%	9%
		68%				
My faculty's opinion	13%	26%	31%	14%	13%	3%
		70%				

6. Mandatory placement should be required of all community college students.

	Strongly Agree A	B	Neutral C	D	E	Strongly Disagree F
My opinion	14%	23%	18%	15%	14%	16%
		No Consensus				
My faculty's opinion	7%	29%	27%	18%	14%	5%
		No Consensus				

7. Mandatory placement should be required of all community college students who wish to take courses in communications and mathematics.

	Strongly Agree A	B	Neutral C	D	E	Strongly Disagree F
My opinion	38%	28%	16%	7%	6%	5%
		82%				
My faculty's opinion	32%	36%	21%	4%	6%	1%
		89%				

8. Mandatory academic advising should be required of all community college students.

	Strongly Agree A	B	Neutral C	D	E	Strongly Disagree F
My opinion	30%	31%	12%	9%	9%	9%
		73%				
My faculty's opinion	11%	21%	31%	21%	11%	5%
		63%				

9. Students who do not make satisfactory progress according to institutional policies should be suspended.

	Strongly Agree A	B	Neutral C	D	E	Strongly Disagree F
My opinion	18%	23%	14%	13%	19%	13%
		55%				
My faculty's opinion	13%	28%	25%	21%	9%	4%
		66%				

ERIC Clearinghouse for Junior Colleges JAN 15 1988